



Strategic Improvement Plan 2021-2024

Oak Flats High School 8906



School vision and context

School vision statement

Oak Flats High School will be renowned for producing students who are respectful, resilient and responsible lifelong learners who have the essential skills, knowledge and experience to become positive contributors to a dynamic society.

School context

Oak Flats High School is located on the land of the Wodi Wodi people of the Dharawal Nation, on the shoreline of Lake Illawarra on the South Coast of NSW. We have an enrolment of 675 students.

Our school is a diverse learning community with 14% of students identifying as Aboriginal, and 10% of students having a language background other than English, which includes 18 languages. We also have seven classes for students on the Autism spectrum and two classes for students with mental health issues. The diversity of our school ensures a rich learning environment in which students can develop empathy and understanding for all people. Catering for and celebrating this diversity is part of our commitment to ensuring every student is known, valued and cared for.

We have a broad curriculum that includes enrichment programs in Stage 4, electives in Stage 5 and both academic and vocational pathways in Stage 6. Students are supported by a team of passionate and inspiring teachers, who have a commitment to continuous improvement and supporting our students to aspire, achieve and succeed. Whole school and individual professional learning based on school priorities ensures all staff are focused on meeting the individual learning needs of our students.

Our school offers a wide range of extracurricular and enrichment activities in sport, the creative and performing arts, STEM, agriculture, leadership and citizenship. We also have a targeted suite of wellbeing programs. We aim to be a school where all students feel a strong sense of belonging, and are confident and supported to learn and grow.

Oak Flats High School is at the heart of our community. We are endeavouring to increase levels of parent/carer engagement with the school through our Parents and Citizens Association and creating more opportunities for involvement in school activities and decision-making. We have developed a Reconciliation Action Plan in consultation with our community which will be implemented across the next 4 years.

Using the findings of a rigorous situational analysis we consulted with staff, students and parents/carers to develop the strategic directions which focus our intentions for school improvement in this plan. Our key areas for action identified through the situational analysis are:

- improving student reading and numeracy skills
- improving HSC results
- creating a strong culture of high expectations for learning
- developing our commitment to Aboriginal education and Reconciliation
- increasing the sense of belonging at school, and building student aspirations.

We have established an evaluative mindset and use data and evidence to inform our thinking, planning and evaluation.

School vision and context

School vision statement

School context

In terms of socio-educational advantage our school draws 86% of our students from the bottom two quartiles, and as such we receive significant equity funding. This funding is used to address this disadvantage through additional learning support, wellbeing programs and creating educational opportunities for students.

We are committed to strengthening our local community through providing the best possible educational outcomes for our students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for all students and build strong foundations for academic success through innovative, collaborative and data informed teaching practices.

Improvement measures

Target year: 2022

- Increase the percentage of students in the top two bands in numeracy by 5.8% from the baseline. (System negotiated target)
- Increase the percentage of students in the top two bands in reading by 5.9% from the baseline. (System negotiated target)

Target year: 2023

- Increase the percentage of students achieving expected growth in numeracy in NAPLAN by 5.6% from the baseline. (System negotiated target)
- Increase the percentage of students achieving expected growth in reading NAPLAN by 6.9% from the baseline. (System negotiated target)

Target year: 2022

- Increase the percentage of students in the top 3 bands in the HSC by 6.2% from the baseline. (System negotiated target)

Initiatives

Effective classroom practice in reading and numeracy

- Improve effective classroom practice through a focus on explicit teaching practice, regular quality feedback to students and whole school evidence-based reading and numeracy strategies.
- Develop quality professional learning for all staff in whole school reading and numeracy strategies.
- Support implementation of professional learning through teacher collaboration and instructional leadership.
- Review and improve the use of formative assessment, internal and external data and reflecting on teaching effectiveness.
- Engage students in the process of data analysis, reflection on success and setting goals for growth.

Improve student achievement in the HSC

- Focus on professional learning for teachers in providing timely, quality feedback to students to improve learning and performance on assessments.
- Targeted professional learning for teachers on evidence-based strategies for improving HSC performance.
- Establish processes that support the selection of an appropriate pattern of study for all students, including options for alternative pathways, school-based apprenticeships/traineeships and vocational education.
- Build effective partnerships with parents and the community to develop high expectations of student success.
- Facilitate opportunities for student voice to guide the improvement of curriculum choice, support for learning improvement and growing aspirations.
- Use the new Stage 6 curriculum options focused on links between education and employment to make available more appropriate patterns of study for students to support higher levels of retention and

Success criteria for this strategic direction

Effective classroom practice in reading and numeracy

- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong progress and achievement in internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- All teachers have a sound understanding of student assessment and data concepts (e.g.causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Improve student achievement in the HSC

- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.Student feedback is elicited by teachers and

Strategic Direction 1: Student growth and attainment

Initiatives

success in the HSC.

Success criteria for this strategic direction

informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

Questions

What has been the impact of using consistent, explicit strategies on student performance? Have we improved parent and community engagement with student learning and aspirations?

Data

External student performance measures - Best Start, NAPLAN, HSC.

Internal student performance measures - PLAN 2, teaching programs, classroom observations, student work samples, professional learning evaluations, student voice, number of SBATs.

Analysis

Analyse external and internal data to determine the extent to which the purpose and success criteria have been achieved.

Implications

Where do we go from here? Future directions and next steps are developed and integrated into school planning.

Strategic Direction 2: Aspire, Achieve, Succeed

Purpose

To inspire a culture of high expectations for all students and staff, underpinned by a shared ethos of learning, collaboration, aspiration and pride in success.

Improvement measures

Target year: 2024

- Student effort, as measured by Tell Them From Me, will improve by 10% from the baseline of 49%.
- Students that value schooling outcomes, as measured by Tell Them From Me, will improve by 10% from the baseline of 55%.
- Students with expectations for success, as measured by Tell Them From Me, will improve from a baseline of 67% to exceed the NSW state mean.

Target year: 2024

- Students identifying explicit teaching practices and feedback that help them learn, as measured by Tell Them From Me, will improve from the baseline of 64% to the exceed the NSW state mean.

Target year: 2024

- Students with positive behaviour at school, as measured by Tell Them From Me, will improve from the baseline of 49% to the meet the NSW state mean.
- Student behaviour incidents that disrupt learning, as measured by Sentral incident notifications, will decrease by 20%.

Initiatives

Building a culture of high expectations for all students and staff

High expectations - Learning Culture

- Implement clear expectations for learning through Learning Intentions/Success Criteria visibly displayed, and explicit, regular feedback to students on their progress in learning.
- Structured and ongoing professional learning on evidence-based teaching and feedback strategies.
- Ongoing gathering of data on the use and impact of Learning Intentions/Success Criteria and feedback strategies.
- Engage with parents/carers to encourage them to be our active partners in holding high expectations of their children.
- Develop consistent assessment and feedback practices in Stages 4-6 to improve task submission rates in all year groups.
- Teachers respond to external and internal data to reflect on teaching practice, improve student learning and refine feedback.
- Create opportunities for cross-curriculum collaboration supported by instructional leadership that build collective teacher efficacy and improve student learning and success.

High expectations - Behaviour

- In consultation with students, staff and our school community, establish clear expectations for learning and behaviour that are consistently implemented in all classrooms.
- Develop strategies that foster a culture of pride in success for all students.

Success criteria for this strategic direction

High expectations - Learning Culture

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, modelled, and students' learning improvement is monitored, demonstrating growth.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

High expectations - Behaviour

- All classrooms and other learning environments are well managed with consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Questions

Evaluation plan for this strategic direction

What has been the impact of using consistent, explicit strategies on student behaviour and expectations? Have we improved student behaviour, learning and aspirations? What has been the impact of Visible Learning as a whole school approach to engaging students as learners through explicit teaching and feedback?

Data

External - Tell Them From Me surveys.

Internal - SENTRAL notifications, classroom observations, student voice, teacher feedback on professional learning, Visible Learning surveys and video interviews.

Analysis

Analyse external and internal data to determine the extent to which the purpose and success criteria have been achieved.

Implications

Where do we go from here? Future directions and next steps are developed and integrated into school planning.

Strategic Direction 3: Where I Belong

Purpose

To create a strong sense of wellbeing and belonging within our school that fosters high aspirations for learning and life, and is supported by strong family and community partnerships.

Improvement measures

Target year: 2022

- A minimum of 59.3% of all students attending school 90% of time or more. (System negotiated target)

Target year: 2022

- A minimum of 60.8% of all students reporting positive wellbeing. (System negotiated target)

Target year: 2024

- Increase the apparent retention rate by 20% from the baseline of 49% .
- Students identifying that schooling is useful in their everyday life and will have a strong bearing on their future, as measured by Tell Them From Me, will increase from a baseline of 55% to 65%.
- Students planning to finish Year 12, as measured by Tell Them From Me, will improve from the baseline of 57% to 75%

Target year: 2024

- 100% of initiatives in the Reconciliation Action Plan are completed.
- Aboriginal students who feel good about their culture at school, as measured by Tell Them From Me, will improve by 20% from the baseline of 57%.
- Aboriginal students agreeing that teachers have a good understanding of their culture, as measured by Tell Them From Me, will improve by 25% from the baseline of 44%.
- Increase teacher efficacy in culturally responsive approaches to curriculum and pedagogy by 20%

Initiatives

Developing wellbeing and advocacy to support belonging, aspiration and improve retention

- Design and implement an innovative and targeted program for students in Stages 4 and 5 that supports the development of learning and life aspirations, and sense of belonging at school.
- Establish community partnerships with parents/carers, business and industry to support curriculum initiatives and post-school pathways for students.
- Develop targeted programs focusing on wellbeing for learning with a focus on improving student attendance.

Create a school that is culturally nourishing and supports Reconciliation

- Implement the projects identified in the school's Reconciliation Action Plan, negotiated with our local Aboriginal community, students and staff, which resonates with the aspirations of our school community, and that centres the 'local' in our engagement with Aboriginal people.
- In consultation with our local Aboriginal community and university partners, implement a research driven and Indigenous led approach to a whole school culturally nourishing model of education for students.
- Ongoing professional learning for teachers focusing on learning from country, cultural inclusion and improving practice in culturally responsive approaches to curriculum and pedagogy.
- Use an instructional rounds model, supported by an Aboriginal cultural mentor, to provide feedback and build collective teacher efficacy in culturally responsive approaches to curriculum and pedagogy.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school will have positive, respectful and mutually beneficial relationships with parents and carers of Aboriginal students, underpinned by an understanding of the heritage and culture of the Aboriginal Peoples on whose land we live and work.
- Professional learning is aligned to the strategic improvement plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- Parents and community members have the opportunity to engage in a range of school-related activities which will help build the school as a cohesive educational community.

Evaluation plan for this strategic direction

Questions

What has been the impact of using consistent, explicit strategies on engagement and attendance? Have we improved our relationship with the local Aboriginal community, and through this, improved the way we work with Aboriginal students?

Data

External - Tell Them From Me surveys, attendance, Aboriginal Voices research project data from university partners.

Internal - Reconciliation Action Plan monitoring,

Strategic Direction 3: Where I Belong

Improvement measures

from the baseline established by university researchers.

- Increase Aboriginal community confidence in our school as a culturally nourishing place by 20% from the baseline established by university researchers.
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Evaluation plan for this strategic direction

classroom observations, student voice, teacher feedback on professional learning, Aboriginal community feedback on changes at the school.

Analysis

Analyse external and internal data to determine the extent to which the purpose and success criteria have been achieved.

Implications

Where do we go from here? Future directions and next steps are developed and integrated into school planning.